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ABSTRACT

This guide for a quinmester course in folklore provides performance objectives, teaching strategies, learning activities, and lists of resources for both students and teachers. The course materials include the fable, parable, fairy tale, American tall tale, and the ballad, as well as some American mythology. (DB)

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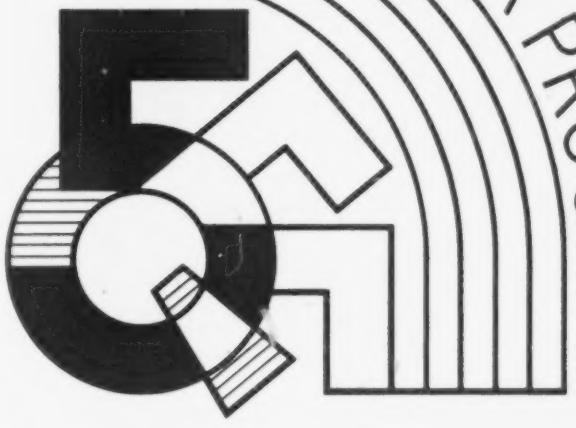
AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM



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Language Arts: THE MASTERS OF LORE 5112.21
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Language Arts

Written by Phyllis Hallberg
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE TITLE: THE MASTERS OF LORE

COURSE DESCRIPTION: A course designed to provide the student with a means of examining the way a people related to its environment as revealed in the folklore form. Consideration is given to the fable, parable, fairy tale, American tall tale, and the ballad, emphasizing how each form reflects a particular cultural developmental stage in the history of the world's people. Materials include selections from Aesop's Fables, and the Jakata Tales, the Bible, Grimm's Fairy Tales, Scandinavian Fairy Tales, the Canterbury Tales.

I. PERFORMANCE OBJECTIVES

A. The student will identify the characteristics of folklore and each of the following subclasses of folklore: fable, parable, fairy tale, American tall tale, and ballad.

B. The student will classify given selections of folklore according to the categories: fable, parable, fairy tale, American tall tale, and ballad.

C. The student will examine the way a people relates to its environment as revealed in the folklore form.

D. The student will investigate various forms of language to determine what people produced given selections of folklore.

E. The student will interpret the moral or lesson presented in a fable or parable.

F. The student will state a problem relevant to the people at a stage of cultural development after reading a given selection.

G. The student will compare and contrast the folklore produced by different peoples.

H. The student will relate the problems of society which produced given selections of folklore to the present problems of mankind.

I. The student will infer the level of cultural development of a people after reading given folklore selections.

J. The student will formulate hypotheses concerning the way in which each folklore form reflects a particular cultural developmental stage in the history of the world's people.

K. The student will discuss critically the application of the lessons or morals in folklore to present society.

II. COURSE CONTENT

A. Introduction

The oral tradition of folklore guarantees that all students have been exposed to nursery rhymes, fairy tales, myths, superstitions, spells, songs, proverbs, charms, or legends. Therefore, a unit of study dealing with folklore usually has special appeal to the students. This places a burden on the teacher to provide an opportunity for the student to place this abundance of information in some order, fill in missing pieces, and incorporate this knowledge into his framework of reference for meeting future situations in his own life.

Since anthologies provide only limited selections from the wealth of material available, the activities in this unit are designed to encourage the students to research and bring materials to share with the class. This serves to ensure that the folklore will be heard instead of read.

This unit does not include Greek or Roman mythology or some of the epic heroes, since they are parts of other units of study. However, some mythology is included, especially that of the American Indians. American legendary heroes are also present since, in a number of cases, it is difficult to divorce them from the American tall tale.

B. Folklore

1. Fable characteristics

a. Short narrative illustrating a moral concept usually based on common sense
b. Animals represent human being
c. Moral or lesson may be stated at the end
d. Involves the use of symbolism
e. Developed from the talking-beast or animal tales which primitive cultures formed to explain aspects of nature
f. Brother of mythology, rather than father or son
g. Used as a means of instruction for the young people of a culture in moral and spiritual considerations

2. Parable characteristics

a. Constructed to show a parallel between the characters, actions and setting and a lesson the speaker is trying to convey
b. Formed from a metaphor
c. Popular method of instructing
d. More sophisticated than fables
e. Developed by a culture more advanced than the primitive stage

3. Fairy tale characteristics

   a. Continued narrative usually written in prose form
   b. Centers usually on one hero or heroine
   c. Contains some supernatural element
   d. Usually ends happily
   e. Characters flat and poorly developed
   f. Developed by more sophisticated culture
   g. Possible derivation of myths

4. American tall tale characteristics

   a. Form of folk tale
   b. Displays customs, taboos, rules, and beliefs of the people
   c. Combines humor and seriousness
   d. Hero is usually man of action who succeeds despite great difficulties
   e. Usually told in dialect which adds humor
   f. Exaggeration is basic part of humor

5. Ballad characteristics

   a. Narrative in poetry form
   b. Were originally sung
   c. Common during the Middle Ages
   d. Generally language is simple
   e. Contains refrains
   f. Celebrates love, bravery, or treachery
   g. Usually uses the ballad stanza

6. Miscellaneous forms

   a. Proverbs
   b. Superstitions
   c. Folk songs
   d. Charms
   e. Magic

III. TEACHING STRATEGIES

A. Projects

The diversity of folklore materials lends itself to a variety of course groupings depending on the materials available and the needs of the student population. It would be possible to make delineations according to the following categories:

1. National considerations

   a. American folklore may be studied on several levels according to the peculiar characteristics of the folk heroes of various working groups, such as: John Henry, Paul Bunyan, Mike Fink, or according to the periods of history, such as: Revolutionary War, Civil War, Westward Expansion.
   b. English folklore could be examined in terms of the cultures represented, such as: Irish, Scottish, Welsh, or the historical heroes, such as: Beowulf, Robin Hood, Sir Gawain, or a specific phase in the culture as represented by Beowulf and the Canterbury Tales.
   c. Folklore of the Eastern cultures which is found in the Jakata Tales of India and other folklore from China, Japan, and Korea.
   d. European folklore particularly that part found in Aesop's Fables, Grimm's Fairy Tales and the material collected by La Fontaine of France.

2. Topical

   a. Biblical folklore including the parables and narratives from the Bible and other samples of folklore based on stories and characters from the Bible such as: Negro spirituals, the Samson portion of the Canterbury Tales.
   b. Cultural levels - beginning with the most primitive level of a family society and the folklore which represents it and moving forward to the more advanced stages of a society.
   c. Folklore heroes - David, Samson, Beowulf, Robin Hood, Roland, El Cid, Paul Bunyan, Davy Crockett, Lt. Calley are just a few of these who appear larger than life in story and song.
   d. Themes - a study of the various motifs found repeated in folklore. The Cinderella rags to riches, three sons with the youngest succeeding where the older sons have failed are two examples.

3. Forms of folklore

   a. Ballads and other folk songs - a comparison of the folk lyrics with the literary lyrics of today in terms of the needs of the societies they represent.
   b. Fables - Comparison of the fables of Aesop, La Fontaine, India with fables found in present day literature like those of Thurber.
   c. Fairy tales - Tracing the changes that have occurred in fairy tales such as: Cinderella, Snow White, Rumpelstiltskin. Examining changes in the folklore as a reflection of the changing cultures.
   d. Parables - Examining parables from the Bible and comparing them with literary parables of modern culture, such as: The Pearl by John Steinbeck.

B. Writing assignments

1. Assign the writing of a tall tale using one of the following situations as a basis.

   a. You are a colonist on a new planet. Explain some geographic features of the area.
   b. You are a pioneer in an underwater community. Illustrate some of the aspects of your life there.
   c. The life on earth is threatened by some monster form from outer space. You set out to save the earth.
   d. Some disaster, other than a monster, threatens the community in which you live. You must save your community.

2. Assign a ballad to be written about some contemporary public figure. Deal with some aspects of love, bravery, or treachery. Use the traditional ballad stanza.

3. Assign the analysis of a fable, using the following questions as a guide.

   a. What does each animal (object) represent?
   b. How do their actions correspond with human behavior?
   c. What lesson is to be learned from this fable?

4. Assign the writing of a fable using these directions. Choose a point to be illustrated, animals which will make appropriate symbols, and action which will illustrate the point you have chosen.

5. After a parable has been heard by the class ask the students to write an explanation of the lesson it teaches.

6. After they have heard a fable ask the students to state the moral it contains and the implications that moral has for human beings.

7. After having the student read or listen to two fairy tales representative of two different cultures, ask them to write a comparison and contrast of the two cultures supporting their statements with examples from the stories.

8. Have the students compare a folk ballad with a literary ballad using as the basis for their comparison the structure of the ballads, the topics of the ballads, and the cultures depicted in each.

9. After presenting the students with several samples of the folklore from a particular culture ask them to write statements indicating the stage of development represented by each selection supporting their statements with illustrations from the samples.

10. Ask the students to write a comparison of two heroes representative of two different cultures drawing conclusions about the cultures.

C. Discussions

1. Have the students discuss the characteristics of a hero of an American tall tale and the culture which developed him.

2. Have the students pass a simple anecdote from one student to another in the class. Have the last student tell the class what he heard. Have the students discuss the differences from the original story and oral storytelling in view of the implications this incident would have on stories handed down from one generation to another.

3. Have the students discuss Samson as he appears in the Bible story and the Canterbury Tales

4. Have the students listen to American folk songs and discuss them in terms of the people they represent.

5. Have the students listen to or read a fairy tale and discuss the different motifs which appear in it.

6. Have the students discuss the lesson a fable or parable sets forth and its implications for human beings, both past and present.

7. Have the students discuss for comparison the legendary heroes: David, Odysseus, Sir Gawain, and Robin Hood.

8. Have the students discuss the likenesses and differences in stories from two different cultures.

D. Short lectures

1. Present a brief lecture on the characteristics of folklore, generally, and each of its subclasses as outlined in the course content.

2. Present a brief lecture on the stages of story development.

E. Resource personnel

1. An Indian of the Seminole Tribe experienced in the telling of folk tales of his people.

2. An experienced storyteller, preferably one who handles dialect well.

3. A folksinger who is also able to deal somewhat with the historical background of his songs.

F. Field Trips

1. A trip to the Indian school or an Indian village for the purpose of hearing folk tales and examining the handcrafts of the tribe.

2. A trip to see a movie based on some folklore, such as a Bible story.

IV. LEARNING ACTIVITIES

A. Objective: The student will identify the characteristics of folklore and each of the following subclasses of folklore: fable, parable, fairy tale, American tall tale, and ballad.

1. Take notes from the teacher's lecture on the characteristics of folklore and the subclasses: fable, parable, fairy tales, American tall tales and ballads.

2. Listen to a record of tall tales about one or more of America's legendary heroes, discuss the characteristics of a tall tale.

3. After hearing the teacher read a fable write the characteristics of a fable.

4. After reading the parable of "The Prodigal Son," Luke 15:11-32, list the characteristics of a parable.

5. Determine the characteristics of a fairy tale by using the dictionary, an encyclopedia, and one other reference to provide a comprehensive definition. Locate and summarize at least one fairy tale that contains the characteristics you have discovered through research.

6. Research the characteristics of one of the following forms of folklore: fable, parable, fairy tale, American tall tale, and ballad. Use at least three references to ensure accuracy. Produce an original example of the form you chose.

7. Prepare sample of folklore to present to the class. Be certain you know what subclasses it belongs to so you can defend your choices in terms of its characteristics to your classmates.

B. Objective: The student will classify given selections of folklore according to the categories: fable, parable, fairy tale, American tall tale, and ballad.

1. After hearing two samples of a folklore read, tell which subclass each belongs to.

2. Pick the ballads out of a recorded number of songs, after listening to them.

3. After listening to another member of the class present a sample of folklore, name the subclass it represents. Defend your answer in terms of the characteristics.

4. Keep a chart in your notebook with the headings: fable, parables, fairy tales, American tall tales, and ballads. Record the title of each example of folklore presented by the teacher in the appropriate column.

5. Select a sample of folklore to prepare for presentation to a group of peers. Prepare the story to be told alone, or with the use of puppets, flannel-board, or made into a film.

6. Select a tall tale to tell to the class.

7. Prepare dialogue and actions to present a dramatization of a fairy tale to be videotaped.

C. Objective: The student will examine the way a people relates to its environment as revealed in the folklore form.

1. After watching a filmstrip of a tall tale, discuss the feeling, beliefs, rules, and taboos of the people it represents.

2. Research the meanings of the levels of totem poles; construct a totem pole to represent your family history.

3. Prepare a demonstration of a folk dance with appropriate historical background, music, and instruction so others may learn it. Choose from one of the following or create another on your own. Polka, schottische, mazurka, Mexican jarabe tapatio, Italian tarentella, Croatian drmss, Polish Krakowian, Swedish hambo, sambo, congo, rhumba, tango, Indian war dances, rain dances, or festival dances.

4. Prepare and present a monologue pretending you are one of the characters listed below. Give an introduction explaining who you are, where and when you lived, the society in which you lived, and relate one of your adventures.

American

Johnny Appleseed	Febold Feboldson
Sam Bass	Mike Fink
Billy the Kid	John Henry
Daniel Boone	Johnny Inkslinger
Buffalo Bill	Jesse James

Paul Bunyan	William Kidd
"Kit" Carson	Jean Laffite
David Crockett	Joe Margarac
"Snake" Magee	Alfred B. Stormalong
Pecos Bill	Sacagawea

British and Irish

Allan-a-dale	Havelok the Dane
Barbara Allen	Sir Lancelot
Beowulf	Peter Pan
Robert Bruce	Robin Hood
Sir Galahad	Finn MacCool
Lady Godiva	Guy of Warwick

German

Brunhild	Baron Munchausen
Faust	Pied Piper of Hamelin
Lorelei	Siegfried

Others

Aladdin	Don Juan
Ali Baba	Ogier the Dane
Amadis of Gaul	Roland
Sinbad	Scheherazade
The Cid	

5. Prepare a fairy tale to read to the class. Be prepared to lead the discussion of it in terms of the society it represents.

6. Listen to Negro spirituals on tape or record. Draw conclusions about their meaning to the enslaved Negro and the present day Negro.

7. Read a fable, using clues from the story, describe the culture of the people who developed it.

D. Objective: The student will investigate various forms of language to determine what people produced given selections of folklore.

1. Read an American tall tale about Pecos Bill. Examine the dialect and vocabulary. Discuss the portion of the United States which used this dialect and the people who inhabited it.

2. Listen to the Negro spiritual, and list the clues which are typical of the culture which developed it.

3. Read the Prologue to the Canterbury Tales; discuss the language and its implications about the society which used it.

4. Prepare a sample of folklore to be read aloud to the class or put on tape. Study the dialect carefully to tell the story accurately.

5. In preparing the monologue mentioned in Activity 4, under Objective C, attempt to use the dialect typical of the character you represent.

6. In preparing a fairy tale to be filmed, videotaped, or presented as a play, write the dialogue to maintain the dialect and vocabulary of the culture which developed the fairy tale.

7. Listen to an old English, Scottish, or Irish ballad. Define the characteristics of the language in which it is written.

8. By listening to the folk songs listed, draw conclusions about the society which sang them.

   a. "Ballad of the Boll Weevil"
   b. "The Erie Canal"
   c. "Blow the Man Down"
   d. "Goober Peas"
   e. "Oleanna"
   f. "No Irish Need Apply"

E. Objective: The student will interpret the moral or lesson presented in a fable or parable.

1. Since the purpose of fables is to instruct, after hearing each of the following fables, state in one sentence the lesson that it teaches.

   a. "The Tortoise and the Hare"
   b. "The Father and His Sons"
   c. "The Envious Buffalo"
   d. "The Talkative Tortoise"
   e. "The Golden Goose"
   f. "The Blind Men and the Elephant"

2. Listen to a parable read by the teacher or from a record, write your explanation of the lesson it teaches.

3. Help the class analyze a fable by contributing and criticizing sentences given by other students in preparing a cooperative analysis.

4. Work with other members of a small group in analyzing a fable.

5. Prepare an individual analysis of a fable.

6. Write an original fable.

7. Select a proverb [illegible] lesson stated in the proverb.

F. Objective: The student will [illegible] relevant to the people at a stage of cultural development while reading a given selection.

1. After hearing two fables or fairy tales discuss the two cultures which produced these examples of folklore.

2. Conduct a survey of five adults of your acquaintance. Ask the following questions:

   a. What is your ethnic background?
   b. What superstitions do you believe in?
   c. Do you know any charms or cures to use or prevent trouble?
   d. Name one proverb that you think has value.

3. After listening to the myths represented by your classmates, discuss the historical backgrounds and cultures from which the characters originated.

4. Read the story of Samson in the Bible, Judges 14-16, and the Samson story in the Myths Tale by Colum. Compare the two stories and the representations of the

5. Listen to the story of Samson and the story of Hercules. Compare and contrast these two men of strength in terms of their adventures and the societies they represent.

6. Research for the purpose of finding out how three different Indian tribes attempt to explain [illegible].

   a. Creation
   b. How man got fire
   c. Why the raven is black
   d. Why seasons change
   e. Why there is a Big Dipper
   f. [illegible]
   g. Why the rock is round

7. Read the following pieces of literature or similar selections about the [illegible] courage and leadership in the characters: David of Biblical fame, Odysseus, Sir Gawain, and Robin Hood.

   a. "The Stone"

b. "Odysseus and the Cyclops"
c. "Sir Gawain"
d. "Wee Sheilly's Rescue"

G. Objective: The student will compare and contrast the folklore produced by different peoples.

1. After reading a fable, and determining the culture it represents, and stating the lesson it teaches, state the reasons why a culture would need to learn that lesson.

2. After hearing a story like "King Midas" discuss the possible situations which would produce a story of this theme.

3. Select a legendary hero of American folklore, read or listen to several stories about him, draw a conclusion about the need for a hero of this type by the society which developed him.

4. Listen to the folk songs listed below, state the problems of the people who composed them.

a. "Ain't Gonna Let Nobody Turn Me Around"
b. "Ballad of the Boll Weevil"
c. "Go Down, Moses"
d. "Study War No More"
e. "Old Chisholm Trail"
f. "Solidarity Forever"

5. Select a fairy tale, research the historical background of the culture it represents, draw some suppositions about the problems inherent in that society.

6. Read several parables, some from the Bible. What problems required this form of instruction? Base your answers on the particular parables that you read.

H. Objective: The student will relate the problems of society which produced given selections of folklore to the present problems of mankind.

1. Write a tall tale based on some situation which could arise today or may arise in the future.

2. Select a fable, determine the moral, discuss the application of that concept to our present society.

3. Write a ballad about a contemporary public figure. Deal with a theme of love, bravery, or treachery. Use the traditional ballad stanza.

4. Make a study of ballads and other folk songs which have been adapted to meet the needs of society as it has existed within the past hundred years.

5. Locate some examples of literary ballads, composed fables, authored parables and fairy tales. Compare them with the needs of present society.

I. Objective: The student will infer the level of cultural development of a people after reading given folklore selections.

1. Take notes on the teacher's level of cultural development stages.

2. Listen to a sample of folklore, use the clues within the story to locate it at a particular stage of cultural development.

3. Select one of the following Bible stories to read. Determine which period existed for the Hebrews at that time and what purpose this story served in being handed down as a part of tradition.

   a. Abraham and Isaac
   b. Jacob and Joseph
   c. Moses
   d. Joshua at Jericho
   e. Ruth
   f. David and Goliath
   g. Daniel in the Lion's Den
   h. Elijah and the Prophets of Baal

4. Read several of the Jakata Tales, draw a conclusion about the stage of cultural development of the people of India at the time when these stories were told.

5. After listening to the monologues presented by your classmates, state your opinion about the stage of the cultural development. Base it on the story told as well as on the historical background given.

6. Working as a member of a small group prepare a bulletin board display of a fairy tale which represents a specific people at a designated stage of cultural development.

J. Objective: The student will formulate hypotheses concerning the way in which each folklore form reflects a particular cultural developmental stage in the history of the world's people.

1. After reading the story of creation in the Bible and an Indian myth dealing with creation make a statement about the levels of development of the two cultures.

2. Listen to ballads on a record or tape. Formulate hypotheses concerning the level of cultural development.

3. Locate and read several examples of a ballad such as "Bonny Barbara Allen." Compare the versions, draw conclusions about the variations which you discover.

4. Read the Prologue to the Canterbury Tales. Formulate hypotheses about the characters of the Knight, the Nun, the Friar, and the Wife of Bath in terms of the aspect of society they represent.

5. Read the Nun's Priests' Tale from the Canterbury Tales. Compare it with Aesop's fable of the cock and the hen. Formulate a hypothesis about the societies represented by each version.

6. Read Beowulf and several tall tales about Paul Bunyan or Pecos Bill. Compare the superman aspects of the heroes and the "monsters" or "dragons" they encountered. Draw a conclusion about the levels of culture represented.

7. Compare King Midas and [illegible] and the Giver," an African folk tale. Both deal with greediness. What aspects of the cultures represented are different?

K. Objective: The student will discuss critically the application of the lessons or morals in folklore to present society.

1. After hearing or reading "Sir Patrick Spens," discuss the superstition which appears there and similar superstitions which are believed in today.

2. Examine the forces of supernatural or witchcraft which challenge the hero of a fairy tale. Identify an aspect of present day living which corresponds to that force.

3. Read a modern day fable or parable such as: The Pearl or Animal Farm. Explain the elements of the fable or parable that appear and suggest the implications it has for your way of life.

4. Make a collection of contemporary ballads. State how you think they represent some particular problem in society and suggest at least one way society should use the lesson taught.

5. Select a hero from the samples of folklore which you have read, mentally place him in the present day situation, discuss the difficulties he would have and suggest ways in which he would handle them.

V. STUDENT RESOURCES

A. State-adopted textbooks

1. Smiley, et al., Striving Gateway Series Grade 8. The Macmillan Co., 1966-67.

2. Smiley, et al., A Western Sampler Gateway Series Grade 8. The Macmillan Co., 1966-67.

3. Nieman, et al., Adventures for Readers Book 2 Grade 8. Harcourt Brace and World, inc., Classic Ed., 1968.

4. Havinghurst, et al., Exploring Literature Grade 8. Houghton Mifflin Co., 1968.

5. Pooley, et al., Counterpoint in Literature Grade 8. Scott, Foresman and Co., 1967.

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7. Connally, et al., Adventures in Reading Grade 9. Harcourt, Brace and World, inc., 1968.

8. Chase, et al., Values in Literature Grade 9. Houghton Mifflin Co., 1968.

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13. Barbe, et al., Searchlights on Literature Grade 10. Harper and Row Publishers, Inc., 1969.

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23. Carlsen, et al., Western Literature: Themes & Writers Grade 12. McGraw-Hill Book Co., 1967.

24. Maline, et al., Heroes and Pilgrims. Singer/Random House, 1967.

25. Steinberg, et al., Insight: The Experience of Literature. Noble and Noble Publishers.

B. Non-state-adopted supplementary materials

1. Textbooks

a. Fullington, J. F. (ed) Narratives from the Old Testament, Appleton-Century-Crofts, Inc., 1950.
b. Kitzhaber, et al., Literature III, Oregon Curriculum, Holt, Rinehart, and Winston, Inc., 1969.
c. Kitzhaber, et al., Literature IV, Oregon Curriculum, Holt, Rinehart, and Winston, Inc., 1969.
d. Marcatante, John J., American Folklore and Legends, Globe Book Co.
e. McCarthy, Agnes, Rodabaugh, Delmar, Prose and Poetry of America L. W. Singer Co., Inc., 1955.
f. Pooley, et al., The United States in Literature, Scott, Foresman and Co., 1957.

g. Potter, Robert R., Myths and Folk Tales Around the World, Globe Book Co.

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a. Aesop's Fables, Grosset and Dunlap, Inc., 1947.
b. Aesop-McGover, Aesop's Fables, Demco Educational Corp.
c. Babbit, Ellen C., Jakata Tales, Appleton-Century-Crofts, Inc., 1962.
d. Batchelor, Superstitious? Here's Why, Demco Educational Corp.
e. Botlin, Ben and Withers, Carl, The Illustrated Book of American Folklore.
f. Bulfinch, Thomas, The Age of Fable, Fawcett Publications, Inc., 1961.
g. Chase, Richard (ed), The Jack Tales, The Riverside Press, 1943.
h. Dorson, American Folklore, Demco Educational Corp.
i. Dorson, American Negro Folktales, Demco Educational Corp.
j. Dutton, Maude B., Fables of Bidpai, Houghton-Mifflin Co., 1936.
k. Felton, Harold W., New Tall Tales of Pecos Bill, Prentice-Hall, Inc.
l. Field, Rachel, American Folk and Fairy Tales, Charles Scribner's & Sons, 1929.
m. Gaer, Joseph, The Fables of India, Little, Brown and Co., 1955.
n. Grimm's Fairy Tales, The Macmillan Co., 1963.
o. Harris, Joel Chandler, The Complete Tales of Uncle Remus, Houghton Mifflin Co., 1955.
p. Hazeltine, Alice, Hero Tales from Many Lands. Abingdon Press, 1961.
q. Ives, Burl, Burl Ives' Tales of America, The World Publishing Co., 1954.
r. Jones, Gwyn, Welsh Legends and Folk-Tales, Oxford University Press, 1965.
s. Lang, Andrew (ed) Green Fairy Book, Longmans, Green & Co., 1949.
t. Lang, Andrew (ed) Red Fairy Book, Longmans, Green & Co., 1950.
u. Lang, Andrew (ed) Yellow Fairy Book, Longmans, Green & Co., 1948.
v. Leach, Maria, The Rainbow Book of American Folk Tales and Legends, The World Publishing Co., 1958.
w. Martignoni, Margaret E., (ed), Legends of Long Ago, The Crowell Collier Publishing Co., 1962.
x. Peck, Leigh, Pecos Bill and Lightning, Houghton-Mifflin Co., 1940.
y. Penney, Grace Jackson, Tales of the Cheyennes, The Riverside Press, 1953.
z. Shapiro, Irwin, Heroes in American Folklore, Julian Messner, 1967.
aa. Silber, Irwin (ed) Folkson Festival, Scholastic Magazines, 1967.
bb. The Charge of the Light Brigade, Scholastic Magazines, 1969.
cc. Watson, Katherine Williams, Tales for Telling, The H. W. Wilson Co., 1950.

dd. Wiggin, Kate D. and Smith, Nora A., The Arabian Nights, Charles Scribner's & Sons, 1937.

3. Media resources

a. Country and Western Favorites, Curio Records
b. From the "Hungryi" by the Kingston Trio, Capitol Records
c. Folk Songs by the Wanderin' Five, Somerset Records
d. TV Western Themes, Coronet Records
e. Showdown: Ballads of the Gunslingers, Mount Vernon Music
f. This Land is Your Land by the Raftsmen, Camden Records
g. Mountain Ballads and Dance Songs, Folkways Records
h. Songs of the Old South, Folkways Records
i. Cowboy and Badman Ballads, Folkways Records
j. Work Ballads and Tales, Folkways Records
k. Western Song Round-up, Mount Vernon Music
l. Innumerable other records by folksingers and country and western singers

VI. TEACHER RESOURCES

A. Textbooks

1. Johnson, Edna, et al., Anthology of Children's Literature, The Riverside Press, 1948.
2. Krappe, Alexander H., The Science of Folklore, The Norton Library, 1964.
3. Thompson, Stith, The Folktale, Holt, Rinehart, and Winston, 1951.
4. Watts, Harold H., The Modern Reader's Guide to the Bible, Harper and Brothers, 1959.

B. Professional books and periodicals

1. Ackerman, James S. and Hawle, Jane S., On Teaching the Bible as Literature: A Guide to Selected Biblical Narratives, Indiana University Press, 1967.
2. Astrov, Margot, The Winged Serpent: An Anthology of American Prose and Poetry, John Day Co., 1946.
3. Beck, Ethel T., Lumni Indian How Stories, The Caston Printers, Ltd., 1955.
4. Brodeum, A. G., The Art of Beowulf, University of California Press, 1959.
5. Chase, Mary E., Life and Language in the Old Testament, W. W. Norton & Co., 1955.
6. Driver, S. R., An Introduction to the Literature of the Old Testament, Charles Scribner's & Sons, 1963.
7. Kready, L. R., Study of Fairy Tales, Houghton-Mifflin Co., 1916.

8. Lee, Hector, "American Folklore in the Secondary Schools," English Journal, 59: 994-1004.
9. Lord, Albert B., The Singer of Tales, Harvard University Press, 1960.
10. Potter, Rachel, "Teaching Ballads," English Journal, 57: 1039-1040.
11. Pound, Louise, Poetic Origins and The Ballad, Clarendon Press, 1951.
12. Warshaw, Thayer S., "Teaching the Bible as Literature," English Journal, 58: 571-576.
13. Whitelock, Dorothy, The Audience of Beowulf, Clarendon Press, 1951.

C. Films

1. Available through Dade County Schools as listed in Instructional Materials Catalog.

Aesop's and Thurber's Fables
American Literature: Colonial Times
American Literature: Westward Movement
Chinese Shadow Play
English Literature: Chaucer and the Medieval Period
Irving, Washington
Johnny Appleseed: A Legend of Frontier Life
Loon's Necklace
William Tell

2. Rental films from Twyman Films, Inc., 329 Salem Ave., Dayton, Ohio, 45401. Prices vary, where possible, approximate prices are listed.

Men of Sherwood Forest	77 min. color	
Slaves of Babylon	82 min. color	
Sword of Sherwood Forest	80 min. color	
Davy Crockett and the River Pirates	81 min. color	
Parable	22 min. color	$20 rental
Little Match Girl		
Rapunzel		
Arabian Nights		
Emperor's New Clothes		
The Story of Robin Hood	84 min. color	

D. Filmstrips

1. None applicable from Dade County Schools at present.

2. Available from Educational Audio Visual, Inc., Pleasantville, New York, 10570.

Classics of Medieval English Literature 6 filmstrips $36.00

Prologue-Canterbury Tales 2 filmstrips	$10.00
The Time, Life and Work of Chaucer with record	$13.75
Chaucer's Canterbury Pilgrims	$ 6.50

3. Available from Educational Record Sales, 157 Chanbers St., New York, New York, 10007.

This Land is Your Land	$6.50
Home on the Range	$6.50
Yankee Doodle	$6.50
Swing Low, Sweet Chariot	$6.50
Beowulf	$6.50
Prologue to Canterbury Tales	$6.50
The Pardoner's Tale	$6.50
The Nun's Priest's Tale	$6.50

4. Available from Guidance Associates, Pleasantville, New York, 10570.

Geoffrey Chaucer: Poet and Pilgrim 2 filmstrips with 2 records $37.50 with 2 tapes $41.50
John Henry: An American Legend 1 filmstrip with record $16.00 with cassette tape $18.00

The Boy Who Could Do Anything: A Mexican Folktale	$16.00 and $18.00
The Adventures of Pecos Bill: An American Folktale	$16.00 and $18.00
The Hope Tree of Harlem: An American Folktale	$16.00 and $18.00
The Adventures of Paul Bunyan: An American Folktale	$16.00 and $18.00

E. Audio tapes and records

1. Available from the Dade County Schools Instructional Materials Catalog.

a. Tapes

American Negro Songs from Slavery Times
Ballads of the Civil War, Vol. 1
Ballads of the Revolution, Vol. 1
Ballads of the Revolution, Vol. 2
Ballads of the War of 1812
Faulkner, Dr. William J., Tapes 1-5

b. Records

Richard Chase Tells Three Jack Tales from Southern Appalachians
The Story Teller: A Session with Charles Laughton

2. Available from Caedmon Records and Tapes, Discount Record Shops, Inc., 800 White Plains Road, Scarsdale, New York, 10583. All of the following are priced at $6.50.

Chaucer: Nun's Priest's Pardoner's Tales (Middle English)
Wilde Fairy Tales
Grimm's Fairy Tales
Andersen Fairy Tales
The Book of Job
Chaucer: Wife of Bath (Modern English)
Bad Ballads/Cautionary Tales
Chaucer: Pardoner's Tale/Miller's Tale (Modern English)
Songs of Courtship (English Folk Songs)
Songs of Seduction (English Folk Songs)
Jack of All Trades (English Folk Songs)
Sailormen and Servingmaids (English Folk Songs)
Fair Game and Foul (English Folk Songs)
A Soldier's Life for Me (English Folk Songs)
Fables of India
The Ballad of Robin Hood
Aesop's Fables
Sinbad the Sailor
Aladdin and His Lamp
Ali Baba and the Forty Thieves

3. Available from Demco Instructional Materials, Box 1488, Madison, Wisconsin, 53701.

Folk Music of India	$ 7.95
Folk Music of Japan	$ 7.95
Folk Music of Korea	$ 7.95
Australian Folk Songs and Ballads	$ 5.95
Pioneer Transportation	
2 records	$11.90
4 tapes	$15.80
2 cassettes	$15.80
North American Indians	
As Long as the Grass Shall Grow	$ 5.95
Indian Music of the Southwest	$ 7.95
Songs and Dances of Great Lakes Indians	$ 7.95
Aesop 3 cassettes	$21.00
Anderson, Hans Christian 1 cassette	$ 7.95
Early English Poetry in Middle English	$ 5.95

4. Available from Educational Audio Visual, Inc., Pleasantville, New York, 10570.

Great Ballads of the British Isles	$ 6.50
Geoffrey Chaucer (Middle English)	$ 6.95
Seven Old English Poems wtih book	$10.00
Beowulf-Chaucer	$ 5.50

Everyman	$ 6.50
The Second Shepherd's Play	$ 6.50
Readings from Canterbury Tales	$ 6.50
Chaucer's Pardoner's Nun's Priest's Tales	$ 6.50
Early English Ballads	$ 6.50
Bible as Literature 11 tapes	$59.95

5. Available from Educational Record Sales, 157 Chanber St., New York, New York, 10007.

Marian Anderson Spirituals	$ 5.98
Ride the Chariot	$ 4.98
This Land is Your Land	$ 5.98
Sea Chanties	$ 5.98
American Folksay, Vol. 1	$ 5.95
American Folksay, Vol. 2	$ 5.95
American Folksay, Vol. 3	$ 5.95
America's Favorite Ballads	$ 5.95
Negro Folk Songs for Young People	$ 5.95
Folk Sing-along	$ 4.98
Beowulf-Chaucer Excerpts	$ 5.50
Sioux and Navajo Music	$ 7.95
American Legendary Heroes 6 @ $6.50 set	$39.00
Ichabod Crane	
Rip Van Winkle	
Paul Bunyan	
Pecos Bill	
Hiawatha	
Uncle Remus	

6. Available from Ingram Book Co., Box 3712, Nashville, Tenn., 37217.

An Informal Hour with J. Frank Dobie: Southwestern Folk Tales	$ 7.95

7. Available from Liter-disc Division, Applause Productions, Inc., P. O. Box 566, Manhasset, New York, 11030.

How to Understand Beowulf	record	$ 6.25
	tape	$ 8.95
Beowulf and Other Old English Poetry		$ 6.25 and $ 8.95
Irish Tales		$12.50
Mississippi Folk Stories		$ 6.25
Southwestern Folk Stories		$ 6.25

8. Available from Lorraine Music Co., Inc., 23-80 48th St., Long Island City, New York, 11103.

America's Favorite Ballads sung by Pete Seeger Volumes 1-4	$ 5.35 each
American and British Folk Songs and Ballads	$ 4.45
American Tall Tale Animals, Vol. 1	$ 5.85
American Tall Tales, Vol, 3 and 4 @	$ 5.85
Sir Gawain and the Green Knight	$ 5.85
Book of Judith, Book of Ruth	$ 5.85
Genesis: The Creation and Noah	$ 5.85
The Fables of Aesop	$ 5.85
Paul Bunyan in Story and Song	$ 5.85
American Negro Folk Songs	$ 5.85
We Shall Overcome	$ 5.35